

Missouri Department of Elementary and Secondary Education Special Education State Profile

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a six-year plan that includes targets for student performance indicators and improvement activities designed to enable districts (regular districts, charter schools and state operated programs) and the state to meet those targets. Missouri is also required to publicly report on the performance of each local education agency (LEA) in relation to the targets established in the SPP. The State Performance Plan can be found online at: <http://www.dese.mo.gov/divspeced/SPPpage.html>.

The purpose of this profile is to:

- a. Provide information to the public about the performance of districts on the SPP Indicators
- b. Address other outcomes measures for students receiving special education services.

Page 1 of this profile summarizes whether the State met or did not meet the targets for each performance indicator. The remaining pages provide additional data for the SPP indicators (noted as "SPP #").

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Program (IEP). Data sources are provided for each table included in this profile, however most of the data are reported by the LEAs directly to DESE.

See <http://www.dese.mo.gov/divspeced/DataCoord/documents/DistrictProfileReviewGuide.pdf> for the Special Education Profile Review Guide

Questions? Please contact Special Education - Data Coordination at 573-751-7848 or speddata@dese.mo.gov.

SPP Targets and District Status					
SPP Indicator*		State Data 2010-11		Target 2010-11	
Early Childhood Special Education Data					
Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays (SPP 12)		99.46%	Not Met	=	100.00%
Percent of children in ECSE who demonstrated improved: (SPP 7)					
Positive social-emotional skills:	Summary Statement 1	93.47%	Met	≥	92.70%
	Summary Statement 2	51.28%	Not Met	≥	55.60%
Acquisition and use of knowledge and skills:	Summary Statement 1	95.19%	Met	≥	93.80%
	Summary Statement 2	40.02%	Not Met	≥	42.40%
Use of appropriate behaviors to meet needs:	Summary Statement 1	92.73%	Met	≥	90.70%
	Summary Statement 2	56.96%	Not Met	≥	60.70%
Child Count and Educational Environment Data					
Percent of children with IEPs inside regular class at least 80% of the day (SPP 5A)		59.95%	Met	≥	59.50%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5B)		9.38%	Met	≤	10.20%
Percent of children with IEPs served in separate settings (SPP 5C)		3.49%	Met	≤	3.50%
Was district identified as having disproportionality of racial/ethnic groups in special education that is the result of inappropriate identification? (SPP 9/10)		NA			
Assessment Data					
Participation rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) - (SPP 3B)		99.31%	Met	≥	95.00%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) - (SPP 3B)		99.18%	Met	≥	95.00%
Proficiency rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) (SPP 3C)		26.84%	Not Met	≥	75.50%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) (SPP 3C)		29.52%	Not Met	≥	72.50%
Evaluation Data					
Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days (SPP 11)		97.75%	Not Met	=	100.00%
Parent Survey Data					
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (SPP 8)		71.39%	Not Met	≥	80.00%
Suspension/Expulsion Data					
Was district identified as having significant discrepancies in suspension/expulsion rates? (SPP 4A)		NA			
Was district identified as having a significant discrepancies in suspension/expulsion rates by race/ethnicity (SPP 4B)		NA			
Secondary Transition Data					
Graduation rate for students with disabilities (SPP 1)		81.50%	Met	≥	81.20%
Dropout rate for students with disabilities (SPP2)		3.98%	Met	≤	4.80%
Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals (SPP 13)		79.61%	Not Met	=	100.00%
Percent of youth who had IEPs, are no longer in secondary school and who have been: (SPP 14)	enrolled in higher education	30.40%	Met	≥	24.40%
	enrolled in higher education or competitively employed	53.42%	Met	≥	46.90%
	total employed / continuing education	58.93%	Met	≥	51.30%

*Only those indicators for which data are available and/or targets have been established are included in this summary.

Early Childhood Special Education (ECSE) Data

Early Childhood Special Education Child Count and Participation Rates

The following indicates the number of children who are eligible to receive early childhood special education services.

Total Early Childhood 3-pK5			
	2008-09	2009-10	2010-11
Child Count	11,017	11,453	11,487
Participation Rate	5.90%	6.14%	6.15%

Source: District reported data via MOSIS Student Core and census data (2003 estimates)

Participation Rate = Child Count / Census

Early Childhood Special Education Educational Environments (ages 3-pK5) (SPP 6)

The following indicates the educational environment of children receiving early childhood special education services.

Educational Environments		2008-09		2009-10		2010-11	
		#	%	#	%	#	%
<i>In the regular early childhood program:</i>		6,843	62.11%	6,953	60.71%	6,534	56.88%
◆ at least 80% (not valid in 10-11)		5,077	46.08%	5,034	43.95%		
◆ 40-79% (not valid in 10-11)		1,306	11.85%	1,301	11.36%		
◆ less than 40% (not valid in 10-11)		460	4.18%	618	5.40%		
◆ 10+ hours with majority of sped services in	EC Program					2,810	24.46%
	Other location					2,415	21.02%
◆ less than 10 hours with the majority of sped services in:	EC Program					630	5.48%
	Other location					679	5.91%
Separate Class		2,796	25.38%	2,981	26.03%	3,443	29.97%
Separate School		202	1.83%	190	1.66%	186	1.62%
Residential Facility		2	0.02%	0	0.00%	0	0.00%
Home		130	1.18%	129	1.13%	127	1.11%
Service Provider location		1,044	9.48%	1,200	10.48%	1,197	10.42%
Total Early Childhood		11,017	100.00%	11,453	100.00%	11,487	100.00%

Source: District reported data via MOSIS Student Core

Percentage = Educational Environment / Total Educational Environment

Transition from First Steps (Part C) (SPP 12)

data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthday

Reporting Year	2006-07	2007-08	2008-09	2009-10	2010-11
Number referred and eligible	160	229	140	211	186
IEPs developed within acceptable timelines	149	223	133	208	185
Percent developed within acceptable timelines	93.13%	97.38%	95.00%	98.58%	99.46%

Note: Data are collected from districts in the year prior to MSIP review; therefore statewide reporting includes approximately 1/5 of all school districts in the state each year.

Early Childhood Outcome Data (SPP 7)

Districts are required to assess children's abilities when they begin and end receiving ECSE services. The following table indicates the progress, or outcome, made between entering and exiting ECSE for children who exited ECSE during the reporting year.

Outcomes:		Social Emotional Skills		Acquiring and Using Knowledge and Skills		Taking Appropriate Action to Meet Needs	
2010-2011 School Year		#	%	#	%	#	%
Percent of children who							
a. did not improve functioning		62	1.19%	88	1.69%	78	1.50%
b. improved functioning but not sufficient to move nearer to functioning comparable to same-age peers		202	3.89%	137	2.64%	208	4.00%
c. improved functioning to a level nearer to same-age peers but did not reach		2,267	43.64%	2,891	55.65%	1,950	37.54%
d. improved functioning to reach a level comparable to same-aged peers		1,511	29.09%	1,559	30.01%	1,696	32.65%
e. maintained functioning at a level comparable to same-aged peers		1,153	22.19%	520	10.01%	1,263	24.31%
Total		5,195	100.00%	5,195	100.00%	5,195	100.00%
Summary Statements							
1. Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time they exited		93.47%		95.19%		92.73%	
2. Percent of children who were functioning within age expectations by the time they exited.		51.28%		40.02%		56.96%	

Summary Calculations: 1. $((c+d)/(a+b+c+d))*100$ 2. $((d+e)/(a+b+c+d+e))*100$

Source: MOSIS Student Core

Child Count and Educational Environment Data

Child Count (5k-21) and Parentally-Placed Private School Students (PPPS)

The following table indicates the number and incidence rate of students with disabilities by disability category

Disability Category	Total	PPPS	Total Excluding PPPS	Incidence Rate 2010-11
Mental Retardation	10,363	20	10,343	1.16%
Emotional Disturbance	6,735	33	6,702	0.75%
Speech Impairment	21,419	983	20,436	2.30%
Language Impairment	10,443	225	10,218	1.15%
Orthopedic Impairment	538	9	529	0.06%
Visual Impairment	474	3	471	0.05%
Hearing Impairment	1,186	27	1,159	0.13%
Specific Learning Disabilities	34,609	514	34,095	3.83%
Other Health Impairment	18,761	267	18,494	2.08%
Deaf/Blindness	25	0	25	0.00%
Multiple Disabilities	1,516	7	1,509	0.17%
Autism	7,118	124	6,994	0.79%
Traumatic Brain Injury	449	5	444	0.05%
Young Child w/ Developmental Delay	2,078	44	2,034	0.23%
Total	115,714	2,261	113,453	12.75%

Source: District reported data via MOSIS Student Core. Child Count data is as of December 1

Incidence rate = Total excluding PPPS / K-12 district enrollment

School-age Educational Environments (SPP 5)

The following table indicates the amount of time that students with disabilities are included in the regular education classroom.

Placement Categories	2008-2009		2009-2010		2010-2011	
	#	%	#	%	#	%
Inside Regular Class >79% (SPP 5A)	72,244	59.25%	70,805	59.76%	69,368	59.95%
Inside Regular Class 40-79%	30,821	25.28%	29,762	25.12%	29,121	25.17%
Inside Regular Class <40% (SPP 5B)	11,966	9.81%	11,329	9.56%	10,851	9.38%
Private Separate (Day) Facility*	879	0.72%	714	0.60%	671	0.58%
Public Separate (Day) Facility*	1,784	1.46%	1,708	1.44%	1,599	1.38%
Homebound/Hospital*	695	0.57%	697	0.59%	716	0.62%
Private Residential Facility*	1	0.00%	4	0.00%	4	0.00%
Correctional Facility	98	0.08%	68	0.06%	69	0.06%
Parentally Placed Private School	2,258	1.85%	2,276	1.92%	2,261	1.95%
State Operated Separate School^	1,177	0.97%	1,117	0.94%	1,054	0.91%
Total School Age	121,923	100.00%	118,480	100.00%	115,714	100.00%
Total of Separate Placements* (SPP 5C)	4,536	3.72%	4,240	3.58%	4,044	3.49%

Source: District reported data via MOSIS Student Core

**Total Separate" includes: Private/Public Separate Facilities; Homebound/Hospital; Private Residential Facilities and State Operated Separate School

^This category is only used by Missouri School for the Blind, Missouri School for the Deaf and Missouri Schools for the Severely Disabled

Percent of Students by Race/Ethnicity (SPP 9/10)

The following table indicates the percentage of students by race for total enrollment, special education child count and disability categories (special education data excludes PPPS students)

School Year: 2010-11	White %	Black %	Hispanic	Asian %	Indian %	Pacific%	Multi%	Total %
Total District Enrollment (K-12)	74.74%	17.07%	4.50%	1.85%	0.47%	0.12%	1.25%	100.00%
Total IEP Child Count (3-21)	74.44%	19.21%	3.41%	1.05%	0.55%	0.06%	1.29%	100.00%
Mental Retardation	64.24%	29.99%	3.34%	0.92%	0.48%	0.09%	0.94%	100.00%
Emotional Disturbance	66.59%	28.87%	2.04%	0.40%	0.61%	0.00%	1.48%	100.00%
Speech/Language Impairment	79.12%	13.92%	3.70%	1.40%	0.48%	0.06%	1.32%	100.00%
Specific Learning Disability	71.55%	22.26%	3.77%	0.57%	0.65%	0.07%	1.13%	100.00%
Other Health Impairment	78.76%	16.55%	2.27%	0.53%	0.63%	0.03%	1.24%	100.00%
Autism	78.03%	14.86%	2.98%	2.20%	0.52%	0.04%	1.38%	100.00%

Source: District reported data via MOSIS Student Core

Student Assessment Data

District Adequate Yearly Progress (AYP) for Students with Disabilities (SPP 3A)

Student assessment data is evaluated for AYP purposes for a specific subgroups of students, one of which is students with disabilities. For district AYP status, refer to School Data and Statistics website:

Missouri Assessment Program (IEP MAP and MAP-Alternate) (SPP 3B and 3C)

The following table indicates statewide assessment results for students with disabilities

Grade	Acct	Rept	Number Top Two	Part Rate (SPP 3B)	Percent Top Two (SPP 3C)	Acct	Rept	Number Top Two	Part Rate (SPP 3B)	Percent Top Two (SPP 3C)
2010-11 - IEP MAP and MAP-A										
	Communication Arts						Mathematics			
3	9,545	9,528	2,719	99.82%	28.5%	9,549	9,531	3,285	99.81%	34.5%
4	9,765	9,748	3,003	99.83%	30.8%	9,749	9,732	3,270	99.83%	33.6%
5	9,579	9,566	2,673	99.86%	27.9%	9,574	9,558	3,018	99.83%	31.6%
6	8,968	8,950	2,115	99.80%	23.6%	8,967	8,946	2,731	99.77%	30.5%
7	8,779	8,742	1,896	99.58%	21.7%	8,774	8,736	2,221	99.57%	25.4%
8	8,409	8,364	1,768	99.46%	21.1%	8,405	8,354	1,861	99.39%	22.3%
HS	7,968	7,683	2,624	96.42%	34.2%	8,351	7,992	2,169	95.70%	27.1%
3-5	28,889	28,842	8,395	99.84%	29.1%	28,872	28,821	9,573	99.82%	33.2%
6-8	26,156	26,056	5,779	99.62%	22.2%	26,146	26,036	6,813	99.58%	26.2%
All	63,013	62,581	16,798	99.31%	26.8%	63,369	62,849	18,555	99.18%	29.5%
2009-10 - IEP MAP and MAP-A										
	Communication Arts						Mathematics			
3	10,064	10,045	2,767	99.81%	27.5%	10,061	10,043	3,382	99.82%	33.7%
4	10,396	10,380	3,103	99.85%	29.9%	10,397	10,378	3,414	99.82%	32.9%
5	9,869	9,857	2,778	99.88%	28.2%	9,874	9,860	3,100	99.86%	31.4%
6	9,396	9,373	2,003	99.76%	21.4%	9,395	9,370	2,583	99.73%	27.6%
7	8,973	8,946	1,797	99.70%	20.1%	8,968	8,922	2,292	99.49%	25.7%
8	8,751	8,706	1,783	99.49%	20.5%	8,746	8,698	1,978	99.45%	22.7%
HS	7,370	7,328	2,635	99.43%	36.0%	7,118	7,058	1,994	99.16%	28.3%
3-5	30,329	30,282	8,648	99.85%	28.6%	30,332	30,281	9,896	99.83%	32.7%
6-8	27,120	27,025	5,583	99.65%	20.7%	27,109	26,990	6,853	99.56%	25.4%
All	64,819	64,635	16,866	99.72%	26.1%	64,559	64,329	18,743	99.64%	29.1%
2008-09 - IEP MAP and MAP-A										
	Communication Arts						Mathematics			
3	10,811	10,793	2,849	99.83%	26.4%	6,540	6,485	1,925	99.16%	31.4%
4	10,654	10,631	2,914	99.78%	27.4%	10,805	10,774	3,378	99.71%	29.5%
5	10,258	10,231	2,582	99.74%	25.2%	10,659	10,632	3,138	99.75%	25.8%
6	9,651	9,622	1,862	99.70%	19.4%	10,251	10,219	2,637	99.69%	24.9%
7	9,307	9,278	1,709	99.69%	18.4%	9,652	9,621	2,399	99.68%	23.6%
8	9,241	9,198	1,532	99.53%	16.7%	9,313	9,269	2,183	99.53%	18.5%
HS	7,201	7,139	2,334	99.14%	32.7%	6,258	6,224	1,705	99.46%	27.4%
3-5	31,723	31,655	8,345	99.79%	26.4%	28,004	27,891	8,441	99.60%	30.3%
6-8	28,199	28,098	5,103	99.64%	18.2%	29,216	29,109	7,219	99.63%	24.8%
All	67,123	66,892	15,782	99.66%	23.6%	63,478	63,224	17,365	99.60%	27.5%

Source: MAP Assessment - includes MAP and MAP-A results

Acct = Accountable; Rept = Reportable; Number Top Two = Proficient + Advanced

Participation Rate (Part Rate) = Reportable / Accountable

Proficient or Advanced Percent (Percent Top Two) = (Number of Proficient + Number of Advanced) / Reportable

HS: Beginning in 2009, high school totals include required End of Course exams (English II and Algebra I) and alternate assessments

Evaluation, Parent Involvement and Suspension/Expulsion Data

Initial Evaluation Timelines (SPP 11)

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education. The following table reflects the percent of children who, with parental consent, had eligibility for special education determined within 60 days.

Reporting Year	2006-07	2007-08	2008-09	2009-10	2010-11
Number evaluated	1,992	4,287	3,726	3,765	3,429
Number within acceptable timelines	1,867	4,141	3,642	3,643	3,352
Percent within acceptable timelines	93.72%	96.59%	97.75%	96.76%	97.75%

Note: Data collected from districts in year prior to MSIP review; therefore statewide reporting includes approximately 1/5 of all school districts in the state each year

Parent Survey Data (SPP 8)

Parents are asked about their level of involvement with their children's education on the MSIP Parent Survey. The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities.

Reporting Year	2006-07	2007-08	2008-09	2009-10	2010-11
Total Responses	6,426	5,917	7,337	6,592	7,934
Number Agree/Strongly Agree	4,461	4,271	5,103	4,565	5,664
% Agree/Strongly Agree	69.42%	72.18%	69.55%	69.25%	71.39%

Source: MSIP Parent Advance Questionnaire

Note: Data collected from districts in year prior to MSIP review; therefore statewide reporting includes approximately 1/5 of all school districts in the state each year

Suspension/Expulsion Data (SPP 4A)

School Year 2010-2011	State				
	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate
	Number	Rate per 100 students	Number	Rate per 100 students	
Student Counts					
OSS - All	14,591	11.5	50,637	6.4	1.79
OSS > 10 Days	2,945	2.3	9,084	1.1	2.02
ISS - All	18,742	14.7	78,329	9.9	1.49
ISS > 10 Days	2,245	1.8	6,865	0.9	2.04
Total OSS and ISS	33,333	26.2	128,966	16.3	1.61
Incident Counts					
OSS - All	30,371	23.9	91,519	11.6	2.07
OSS > 10 Days	3,074	2.4	9,490	1.2	2.02
American Indian	4	0.6	Note: the ratios for the racial/ ethnic groups use the Non-Disabled OSS>10 days for all races as the comparison group		0.48
Asian	17	1.3			1.06
Black	1,676	7.0			5.80
Hispanic	56	1.3			1.09
Multi Racial	52	3.2			2.69
Pacific Islander	1	1.3			1.08
White	1,268	1.3			1.11
ISS - All	49,448	38.9	184,408	23.3	1.67
ISS > 10 Days	2,274	1.8	6,955	0.9	2.04
Total OSS and ISS	79,819	62.8	275,927	34.8	1.80

Source: District reported data via June MOSIS Discipline and MOSIS Student Core

is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 5k-21 child count excluding PPPS

ISS All = Any incident resulting in an in-school suspension

ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days

OSS All = Any incident resulting in an out of school suspension

OSS >10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days

OSS includes out of school suspensions, expulsions or unilateral removals

Secondary Transition Data

Graduation / Dropout Data for Students with Disabilities (SPP 1, 2)

The following table indicates the numbers and percents of students with disabilities who graduate or drop out from school

	2008-09	2009-10	2010-11	2010-11*
Graduation data (SPP 1)				
Number of students with disabilities who graduated	7,059	7,085	7,027	7,027
Graduation rate for students with disabilities	79.56%	81.97%	81.50%	79.06%
Dropout data (SPP 2)				
Number of students with disabilities ages 14 - 21	43,211	41,679	40,094	40,654
Number of students with disabilities who dropped out	1,813	1,558	1,595	1,861
Dropout rate for students with disabilities	4.20%	3.74%	3.98%	4.58%

Source: District reported data via MOSIS Student Core and MOSIS Enrollment and Attendance

Graduation rate = Graduates / (Graduates + Dropouts) x 100

Dropout rate = Dropouts / 14-21 Child Count x 100

For students ages 14-21 the following exit categories are combined for the number of dropouts: 03-Received a Certificate, 04-Reached Max Age, 07-Moved, Not known to continue and 08-Dropped out

NA - Elementary districts do not report their high school students, therefore will not have a graduation or dropout rate.

*Totals include data reported by Dept of Corrections. Data reported by DOC are excluded from the other totals

Secondary Transition Plans (SPP 13)

IEPs must include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. The following data show the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review of a sample of IEPs

Reporting Year	2006-07	2007-08	2008-09	2009-10	2010-11
Total Reviewed	501	537	568	587	569
Number Met	369	443	502	536	453
Percent Met	73.65%	82.50%	88.38%	91.31%	79.61%

Note: Data collected from districts in year prior to MSIP review; therefore statewide reporting includes approximately 1/5 of all school districts in the state each year

Follow-up on Previous Year's Graduates and Dropouts (IEP) (SPP 14)

Districts are required to follow-up with all graduates and dropouts in the year after leaving high school. The following table indicates the district-reported data.

Follow-up reported 2009-2010		Graduates		Dropouts		Total	
		#	%	#	%	#	%
(1) 2-year College	completed at least one term	1,811	26.1%	54	4.0%	1,865	22.5%
(2) 4-year College		652	9.4%	8	0.6%	660	7.9%
(3) Non-College		250	3.6%	11	0.8%	261	3.1%
(4) Employed (Competitively)	at least 20 hrs per week for 90 days	1,656	23.9%	113	8.3%	1,769	21.3%
(5) Employed (Not Competitively)		187	2.7%	9	0.7%	196	2.4%
(6) Military		144	2.1%	0	0.0%	144	1.7%
(7) Other		936	13.5%	226	16.6%	1,162	14.0%
(8) Continuing Ed - did not complete 1 term		305	4.4%	2	0.1%	307	3.7%
(9) Employed - less 20 hrs/week or 90 days		268	3.9%	32	2.3%	300	3.6%
(10) Unknown		734	10.6%	909	66.6%	1,643	19.8%
(11) Not Available		128		94		222	
Total (excludes Not Available)		6,943	100.0%	1,364	100.0%	8,307	100.0%
A. Enrolled in higher education*		2,463	35.5%	62	4.5%	2,525	30.4%
B. Enrolled in higher education or competitively employed*		4,263	61.4%	175	12.8%	4,438	53.4%
C. Total Employed / continuing Education*		4,700	67.7%	195	14.3%	4,895	58.9%

Source: District reported data via MOSIS February Follow-up

*Summary Calculations

A. Enrolled in higher education for at least one complete term [(1) + (2)]

B. Enrolled in higher education for at least one complete term or competitively employed for 20 hours a week for at least 90 days [(1) + (2) + (4) + (6)]

C. Enrolled in higher education or other postsecondary education or training program for at least one complete term or competitively employed or in some other employment for 20 hours a week for at least 90 days [(1) + (2) + (3) + (4) + (5) + (6)]